



Complete Learning Pathway for Childminders — Work-based Practice Award	
Unit title	Unit 2 — Child Development: The Child Carer's Role
Unit reference number	HX9H 04
SCQF level	7
SCQF credit	4
Unit summary	
<p>This unit allows the learner to reflect on their knowledge and understanding of child development and how they ensure children are at the centre of their practice. The unit will allow the learner to consider what a child needs to play and learn in relation to stages of development. It will also require the learner to reflect upon their role in identifying and meeting individual children's needs through observation and assessment. It will also allow the learner to consider how they plan for progression and provide experiences for extending children's play, learning and development in a nurturing, stimulating environment. Learners will also consider children with additional support requirements and their role in providing an inclusive home from home environment with suitable play opportunities available for all children who attend the setting.</p>	

History of changes to unit

Version	Description of change	Date

Version: 01 — February 2018

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Topic	Reference
Unit 2 Child Development: The Child Carer's Role	NOTE: References are intended as guidance for where relevant information can be found. Not all information in the reference will be fully relevant to every subject.
Introduction	
<p>This unit aims to support childminders to:</p> <ul style="list-style-type: none"> ◆ reflect on knowledge and understanding of child development. ◆ stages of development. ◆ identify and meeting childrens' needs. ◆ planning for progression. ◆ additional support requirements. 	
Outcomes	
<p> Outcome 1 Observation, assessment and planning Outcome 2 Early learning and childcare environment Outcome 3 Children's wellbeing </p>	

Assessment by product evaluation

As you work towards achieving your qualification you will generate evidence in the form of products as this is a work-based qualification. The range of things that can count as a 'product' in this case include documented assignments, open badge statements, reflective statements supported by folio evidence from workplace experience and an assessment plan will be produced at the start of your learning journey to advise of these and provide samples of evidence required.

Assessment by questioning

Questioning is used to assess knowledge and understanding and its various different applications, such as reasoning, planning, analysing and evaluating. Questions may be oral or written.

Oral questions will be used to:

- ◆ confirm knowledge and understanding where it is not apparent from performance
- ◆ address gaps in knowledge and understanding in performance-based units
- ◆ authenticate evidence by asking candidates to explain part of the evidence and/or explain the process of producing it

They may also be used as an alternative to written questions.

A wide range of types of written question are used to assess cognitive ability. They may be grouped into the form of tests (such as a multiple choice e-assessment or question papers or may be used to set individual tasks such as an investigation or case study.

Unit 2	Child Development: The Child Carer's Role Outcome 1 — Observation, assessment and planning	
Performance criteria 1 Explain why childminders have to observe and assess the developmental needs of each child in their service. 2 Outline the frameworks and guidance childminders have to work with in order to meet Scottish Government requirements. 3 Explain three different methods of observation. 4 Explain how you record and assess the information gathered throughout observations. 5 Explain how you use the information to inform practice in relation to each child. 6 Outline how you plan for every child to receive an enjoyable, challenging, learning and developmental experience. 7 Explain three everyday activities you use in your childminding service to enhance and extend on children's learning. 8 Explain the steps you would take if a child is not progressing as expected. 9 Outline how you monitor and evaluate the effectiveness of your planning. 10 Explain its impact on outcomes for children and how you record this.		
Suggested evidence: <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description 	Methods of assessment: <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning ◆ Open badge evidence 	Cross ref:

Unit 2	<p>Child Development: The Child Carer's Role</p> <p>Outcome 1 — Observation, assessment and planning</p>
<p>Underpinning knowledge and understanding — <i>you need to know and understand:</i></p>	
<p>See core knowledge and understanding criteria within support notes for this unit</p> <p>Knowledge and understanding specific to Outcome 1</p> <ul style="list-style-type: none"> ◆ the transitions that children and young people may go through ◆ how children's learning is affected by their stage of development ◆ current theoretical approaches to how children learn and develop ◆ requirements of the care inspectorate and other relevant inspectorates ◆ safeguards that need to be in place when assessing children and the need for objectivity ◆ how to use assessments of children's progress as part of the planning ◆ how to use assessments of children's progress to inform your own development and service improvements ◆ the meaning of responsive care, learning and practice and how this affects planning and implementation of the curriculum in Scotland ◆ the effects of low self-esteem and lack of confidence on learning ◆ how to support and extend play opportunities to encourage learning ◆ that children learn in different ways and have individual learning styles and preferences ◆ specific issues for children's development where English is an additional language ◆ the importance of the needs and achievements of the children and families being clear within your planning and reporting ◆ how to be flexible and responsive in your plans for your service provision 	

Unit 2	Child Development: The Child Carer's Role Outcome 2 — Early learning and childcare environment	
Performance criteria 1 Explain how you provide opportunities and access to activities and experiences indoors and outdoors. 2 Explain how your childminding service supports every child's development needs, preferences and abilities as identified within their personal care plan. 3 Explain how you ensure that your childminding setting has adequate and appropriate resources for the implementation of the assessment process. 4 Outline how you reflect on and record how well your childminding practice has impacted on positive development outcomes of each child. 5 Explain how you are responsive to children's emotions and experiences and actively encourage children's, parents and their families to be involved in decision making about your childminding environment. 6 Detail how you organise resources for children to access during play and rest periods and how this provides choice and access. 7 Explain how you ensure that planned activities are inclusive and available to all children, adapting plans as necessary to meet individual needs.		
Suggested evidence: <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description 	Methods of assessment: <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning ◆ Open badge evidence 	Cross ref:

Unit 2	Child Development: The Child Carer's Role Outcome 2 — Early learning and childcare environment
Underpinning knowledge and understanding — <i>you need to know and understand:</i>	
<p>See core knowledge and understanding points within your support notes</p> <p>Knowledge and understanding specific to Outcome 2</p> <ul style="list-style-type: none"> ◆ the type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination ◆ how to provide opportunities for children to rest and recover from physical activity and why this is important ◆ early education curriculum frameworks in Scotland ◆ sources of support in respect of planning and curriculum development, drawing on available best practice ◆ the kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery ◆ effective use of ICT to support the curriculum ◆ the importance and implications of a differentiated approach to the provision of learning experiences for children ◆ the importance of considering available resources when developing plans and presenting succinct and relevant arguments to support your plan 	

Unit 2	Child Development: The Child Carer's Role Outcome 3 — Children's wellbeing	
Performance criteria 1 Outline how you work with children in your childminding service in a way that shows you value and respect their views and opinions. 1.2 Explain how you support children to respect the views and opinions of others. 1.3 Explain how you recognise developmentally appropriate behaviour. 1.4 Explain the steps you would take in order to further support children who face challenges or specific support needs. 1.5 Outline how you promote interactions between children and those around them to develop their sense of wellbeing. 1.6 Outline how you encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem. 1.7 Explain how you use a warm and respectful approach when initiating relationships with babies and children. 1.8 Explain how you encourage a baby or child to initiate and engage in communication at their own pace. 1.9 Explain how you take appropriate action when you notice anything of concern in a child's growth, development, behaviour or condition. 1.10 Explain how you support children at key transition stages.		
Suggested evidence: <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description ◆ Open badge evidence 	Methods of assessment: <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning 	Cross ref:

Unit 2	Child Development: The Child Carer's Role Outcome 3 — Children's wellbeing
Underpinning knowledge and understanding — you need to know and understand:	
<p>See core criteria within support notes</p> <p>Knowledge and understanding specific to Outcome 3</p> <ul style="list-style-type: none"> ◆ the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support ◆ factors that promote positive health and wellbeing of children and young people ◆ the importance of effective communication ◆ factors that can have a positive or negative effect on communication and language skills and their development in children and young people ◆ methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences ◆ the meaning of healthy lifestyles according to government guidelines and recommendations and what these are ◆ the importance of a balanced diet for the health and wellbeing of children and their families ◆ why healthy lifestyles are particularly important for children ◆ use every day, and occasional routines and activities, to outline healthy living and health promotion ◆ how you can discuss healthy living with families and children in ways that encourage families to attempt change ◆ ways in which you can promote, motivate and encourage families to make changes to their lifestyle ◆ what additional help families might need to implement healthy changes and where this might be available locally ◆ sources of reliable information about mental health and how people can access support ◆ your own support needs, how you might access support and from whom ◆ how to prepare clear reports and planning documents linked to the best interests of children and families and your service requirements ◆ how you can encourage parents/carers and families to share information ◆ the importance of understanding how families feel about needing intervention or specialist help for their child ◆ why it is important for information sharing between practitioners and parents and that both understand and commit to doing so ◆ the type of specialist help that is available for families ◆ the different types of information you can use to confirm the need for intervention for individual children ◆ how to access specialist help and the appropriate channels for doing so ◆ how to develop positive relationships with professionals and other agencies ◆ the barriers that may be encountered when working with other professionals and how these may be overcome 	